

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             Received Texas Education Agency 2014 MAY 12 PM 3:01 Document Control Center           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>					
Organization name	County-District #	Campus name/#	Amendment #		
Brazos ISD	008-903	Brazos Elementary #008903-102 Brazos Middle School #008-903-041	NA		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #		
741793934	VI	10	020814646		
Mailing address		City	State	ZIP Code	
P.O. Box 819		Wallis	TX	77485-0819	
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Jeanne	M	Young	Director of Special Programs		
Telephone #	Email address		FAX #		
979-478-6020	jyoung@brazosisd.net		979-478-6413		
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Clay	F	Hudgins	Administrator		
Telephone #	Email address		FAX #		
979-478-6814	chudgins@brazosisd.net		979-478-2574		
<b>Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Claude	E.	Jarrett	Superintendent
Telephone #	Email address		FAX #
979-478-6551	ejarrett@brazosisd.net		979-478-6413
Signature (blue ink preferred)		Date signed	

*(Handwritten Signature)*

5/6/2014

701-14-107-105

Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 008903

Amendment # (for amendments only): NA

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 3: Program-Specific Provisions and Assurances**

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicant assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$0	\$0	\$0	\$0
3.	Schedule #9: Supplies and Materials	6300	\$0	\$0	\$0	\$0
4.	Schedule #10: Other Operating Costs	6400	\$0	\$0	\$0	\$0
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$0	\$0	\$0	\$0
6.	Total direct costs:		\$0	\$0	\$0	\$0
7.	Indirect cost ( %):		\$0	\$0	\$0	\$0
8.	Total costs:		\$0	\$0	\$0	\$0

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.	N/A	N/A	N/A
3.	N/A	N/A	N/A
4.	N/A	N/A	N/A
5.	N/A	N/A	N/A
6.	N/A	N/A	N/A
7.	N/A	N/A	N/A

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 008903

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brazos ISD is striving to develop an environment which allows students access to multiple resources for their learning. The main objective of the proposed Technology Lending Grant will be to improve students' higher level thinking and writing skills, by implementing technology devices in the classroom and at home to increase the amount of writing and analyzing, across the curriculum. The most relevant resources, to a given problem for today's students, are accessed through technology. Computer device centers in classrooms and home access would allow immediate access to standards for students and teachers for collaboration, presentation, and critical thinking/problem solving. These devices would also allow for usage of software to support planning and development for both students and teachers. Increasing computer access would support rigorous thinking that is critical to discovery and inquiry required in our TEKS.

As a district, our goal is to expand a pilot program that has been implemented for our English Language Arts department. Brazos ISD has applied and was awarded the Federal Rural Grant for the past two years. This funding was applied to Brazos Middle school and Brazos High school, to provide wireless access points for expanded internet coverage and to place laptops in each of the English Language Arts classrooms. In each classroom, eight laptops were purchased for student use. This number is not enough to accommodate a total class of students, but is sufficient to have established writing centers for students to reach the goal of published papers. At Brazos Middle School, in 2012, 70% of students met standard and increased to 87% in 2013. We saw a significant increase within our subpopulations: African American 2012-50% , 2013-83%, Hispanic 2012- 74%, 2013-84%, White 2012-77% , 2013-89% , Economically Disadvantaged 2012-65% , 2013-83%. Data on students' writing performance and attitudes were also collected through pre- and posttests. In addition, STAR Renaissance data was used to monitor reading and math improvement as a result of more contact time with higher level thinking skills used during this pilot program. The quality of writing instruction and the amount of student writing increased. The quality of students' writing and their confidence and independence towards writing on the computer improved as well.

We used the data from the 2013 English I writing, 49% passing, and English II writing, 42% passing, results to determine the need to be proactive at the lower level. Expanding this program to grades 3-8 will provide a foundation that we can build on to eventually improve our scores at the high school level. In addition, technology integration is a major focus for our 2014 professional development program. In coordination with Region VI and Rice University each content area will attend three six hour sessions to increase understanding of the level of expectations of the TEKS and techniques to incorporate technology to increase student understanding. Additional sessions will also be incorporated throughout the year in the form of early dismissal dates for teachers to revisit skills and vertically align curriculum expectations.

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This grant will increase active participation using technology centers. It is our vision to conform the traditional classroom arrangement into technology centers, truly differentiating and preparing instruction for higher academic achievement. Also, 4G access will be added to lending computers in our targeted grade levels. Survey results indicated that at Brazos Elementary 57.5% of our students have technology devices at home and 75% at Brazos Middle school. 49.4% of students at Brazos Elementary have internet access and at Brazos Middle School 70.19% have internet access. In previous months, Brazos ISD has reached an agreement with an outside corporation, increasing the school's internet speed by nearly 500%. This expansion of internet services, allowing 200 megabits of bandwidth through hard wired, fiber will provide our district and students to have access to technology services and systems that we have not had accessibility to in the previous years.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$15,000	\$100,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$0	\$0	\$0

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$100,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	NA	<input type="checkbox"/>	\$0
2	NA	<input type="checkbox"/>	\$0
3	NA	<input type="checkbox"/>	\$0
4	NA	<input type="checkbox"/>	\$0
5	NA	<input type="checkbox"/>	\$0
6	NA	<input type="checkbox"/>	\$0
7	NA	<input type="checkbox"/>	\$0
8	NA	<input type="checkbox"/>	\$0
9	NA	<input type="checkbox"/>	\$0
10	NA	<input type="checkbox"/>	\$0

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$0

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**☐ Yes, this is a subgrant

Specify topic/purpose/service:

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs      # of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0
	Contractor's supplies and materials	\$0
	Contractor's other operating costs	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0
Total budget:		\$0

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-District Number or Vendor ID: 008-903		Amendment number (for amendments only): NA	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>2</b>	Specify topic/purpose/service: 0		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: 0		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
<input type="checkbox"/> Yes, this is a subgrant			
<b>3</b>	Specify topic/purpose/service: NA		
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
<input type="checkbox"/> Yes, this is a subgrant			
<b>4</b>	Specify topic/purpose/service: NA		
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
<input type="checkbox"/> Yes, this is a subgrant			
<b>5</b>	Specify topic/purpose/service: NA		
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-District Number or Vendor ID: 008-903		Amendment number (for amendments only): NA	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>6</b>	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
		<input type="checkbox"/> Yes, this is a subgrant	
<b>7</b>	Specify topic/purpose/service: NA		
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
		<input type="checkbox"/> Yes, this is a subgrant	
<b>8</b>	Specify topic/purpose/service: NA		
	Describe topic/purpose/service: NA		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
		<input type="checkbox"/> Yes, this is a subgrant	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: \_\_\_\_\_ Amendment number (for amendments only): \_\_\_\_\_

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted  \$
	<input type="checkbox"/> Print shop fees	<input checked="" type="checkbox"/> Technology-related supplies				
	<input type="checkbox"/> Postage	<input type="checkbox"/> Other:				
	<input type="checkbox"/> Copy paper	<input type="checkbox"/> Other:				
6399	<b>Technology Hardware—Not Capitalized</b>					Grant Amount Budgeted  \$
	#	Type	Purpose	Quantity	Unit Cost	
	1				\$	
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
<b>Grand total:</b>					<b>\$</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person: \_\_\_\_\_

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 008-903

Amendment number (for amendments only): NA

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: <input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other: NA <input type="checkbox"/> Insurance <input type="checkbox"/> Other: NA	\$0
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: NA	\$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: NA	\$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: NA	\$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: NA	\$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: NA	\$0
6429	Actual losses that could have been covered by permissible insurance	\$0
6490	Indemnification compensation for loss or damage	\$0
6490	Advisory council/committee travel or other expenses	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization: NA	\$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: NA	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 008-903

Amendment number (for amendments only): NA

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX/15XX—Technology hardware, capitalized</b>				
2		0	\$0	\$0
3		0	\$0	\$0
4		0	\$0	\$0
5		0	\$0	\$0
6		0	\$0	\$0
7		0	\$0	\$0
8		0	\$0	\$0
9		0	\$0	\$0
10		0	\$0	\$0
11		0	\$0	\$0
<b>66XX/15XX—Technology software, capitalized</b>				
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
18		0	\$0	\$0
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19		0	\$0	\$0
20		0	\$0	\$0
21		0	\$0	\$0
22		0	\$0	\$0
23		0	\$0	\$0
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
28		00	\$0	\$0
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29	NA			\$0
<b>Grand total:</b>				<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			840	
Category	Number	Percentage	Category	Percentage
African American	32	N/A	Attendance rate	97.04%
Hispanic	172	N/A	Annual dropout rate (Gr 9-12)	0%
White	148	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	4	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	208	57.458%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	45	12.430%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3	.828%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	72	51	52	65	56	66	0	0	0	0	362
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					72	51	52	65	56	66					362

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By TEA staff person:



**Schedule #13—Needs Assessment**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process consisted of a team of Brazos ISD employees, which included the Special Programs Director, Campus Administrators, the Director of Technology, the Science Department Chair, the English Department Chair and a Response to Intervention Teacher. A survey was developed for parents, students, and teachers to complete in regards to technology accessibility at home including internet access. The results were then disaggregated from the 2012-2013 TAPR for Brazos ISD, Brazos High School, Brazos Middle School and Brazos Elementary. The results indicated that the highest area of need is for 6<sup>th</sup> grade reading which was also supported through our additional data disaggregation programs currently in use. Through the disaggregation process and a collective discussion, a systematic process was generated as to how the district has to address our highest area(s) of need.

The data accumulated via the latter indicated that in comparison to the state Brazos ISD was below by 13% overall, the Hispanic population was below by 24% and the economically disadvantaged were 23% below. In addition, the white population dropped 27% from the previous year. The analysis also indicated that the 5<sup>th</sup> grade science scores have consistently been below the state by at least 10% for the last two years. Writing scores indicate significant drops across grade levels with the economically disadvantaged and Hispanic populations. This brings major concerns for the district as the number of 4<sup>th</sup>-8<sup>th</sup> grade students failing the STAAR test increases and the ability of both the teacher and student to close gaps and be successful in the upcoming year continues to widen. Cumulative data gained through the TAPR reveals that the state as a whole fell at 43% passing rate for STAAR; whereas Brazos ISD is at 34%.

By incorporating technology tools in the classrooms we will be providing true differentiated instruction to assist in meeting and improving the needs of our increasingly diversified population while preparing students for a technological driven world. Through this implementation, students will have access to MS Office products which will encompass project-based learning, where students are able to practice and use programs currently in use within the current job market and formulating a more prepared and marketable worker. In addition, we will be allowing for higher level thinking to occur and provide constant internet access for the programs that we subscribe to for our textbook adoptions; ancillary computer programs purchased through the district; and intervention programs for our at-risk students. These centers will also promote continued engagement in the classroom and further the students' willingness to learn.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Reading 6 <sup>th</sup> Grade Phase I State scores were at 72% and campus was at 59%. Hispanic was at 48% with Economically Disadvantaged scoring at 49%. White were at 73%. The prior year on the campus had 79%, the Hispanic population had 67%, the White population had 100%, and the economically disadvantaged were at 68%.	Reading A-Z (leveled reader subscription access) for more students to use at any given point in time. Students can quiz. Teachers can intervene using data collected.
2.	Writing 4 <sup>th</sup> Grade Phase in 1: Drop from 71% to 52% Economically disadvantaged 89% to 61% 5. Phase II: 10% drop with Economically Disadvantaged, Hispanic went from 29% to 0% pass (level 2 or above)	Allows for quicker feedback to students while completing writers workshop, instant dictionary/thesaurus access, ability for students to create a written product, access to different print media needed in the lessons i.e. advertisement, author's purpose, video clips, and PowerPoint.
3.	5 <sup>th</sup> Grade Science Phase 1: State at 72% and the campus was at 59% with Hispanic	By using STEMScopes in the classroom: interactive activities, virtual labs, web quests, review games, songs, and kinesthetic activities. Will promote student learning and engagement.
4.	Sum 4-8 STAAR failers passing in 2012-2013: The state was at 43% passing and our campus was at 34% passing. The ELL's were at a 20% passing which is 23% below the state.	Allows access in the classroom for intervention programs (IXL, Reading A-Z, Lexia, Brain Pop, STEM Scopes, Discovery Education, Science A-Z, Writing A-Z, Vocabulary A-Z, Reading Tutors, RAZ Kids, Mind Play, and Reading A-Z)
5.	H.S. Writing: STAAR percentage met or exceeded for our district was 14% below the state overall. The Hispanic and White population both had 30% while the state was at 45%. At phase in-1 Level II or above, was at 17% below the state. The economically disadvantaged was 27% below the state. When looking at ELA Writing II the Hispanic population was at 28%, whites were at 52%, the economically disadvantaged was at 36%, and the campus was at 42%, which was 13% below the state.	Allows for quicker feedback to students while completing writers workshop, instant dictionary/thesaurus access, ability for students to create a written product, access to different print media need in the lessons i.e. advertisement, author's purpose, video clips, and PowerPoint.

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**Schedule #14—Management Plan**

City-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any needed certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title	Desired Qualifications, Experience, Certifications
Technology Director	Computer Technician, computer background, ability to maintain and update software and different programs on the hard wire, able to trouble shoot problems as they arise
Classroom Teachers	Professional development on how to use the devices and technology in the classroom
Administrators	Overseeing projects on their campus
Librarians	Knowledge of the system to check in and out materials
Interventionist	Ability to analyze data and develop the list for the prioritized check out

**2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective	Milestone	Begin Activity	End Activity
Ordering devices	1. Quoting and approving company for ordering	05/01/2014	10/01/2014
	2. Order the devices	10/01/2014	08/01/2016
	3.		
Prepping Devices	1. Set up devices with necessary programs	10/01/2014	10/31/2014
	2. Assign inventory numbers to each component	10/02/2014	10/31/2014
	3. Allocate devices to classrooms	10/02/2014	10/31/2014
	4. Setting up devices in the classroom (wifi)	10/02/2014	08/01/2016
	5.		
Trainings	1. Professional development for teachers	06/30/2014	08/01/2016
	2. Assign time for students to get training	08/25/2014	06/01/2016
	3.		
	4.		
	5.		
Systems	1. Provide a system for checks and balances for checking in/out the devices to go home	06/01/2014	10/31/2014
	2. Providing the opportunity for contracts for parents/students and the user agreement	08/01/2014	10/31/2014
	3.		
	4.		
	5.		

nt funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a public school in Texas, each campus creates a campus improvement plan. This is a working document where all school stakeholders, through the use of data accumulated, or observation, set goals and evaluate how and when the goals are met. As the school year proceeds, through data accumulated, via teacher/parent observation, data disaggregation software, and tracking of student progress; with use of grades and mandatory tutorials for student faculty goals and objectives are observed, implemented or redefined to insure the district is on cue and up to date on the needs of our students. Knowing cohesion is integral in implementing change; teachers, parents, and community members are involved in the decision making process through the use of site-based meetings. The administrators meet weekly to discuss changes and progress; it is then relayed to the given campuses. The school also has open lines of communication with parents via newsletters, school reach, the school website, and teacher newsletters, email, and Remind101.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, at the high school, we have a set of laptops being used in the Language Arts classrooms as a center. With this project we will further what is happening, to expand across the curriculum.

Through stake-holder meetings, we will have a collective discussion and surveys to determine the effectiveness and usage of these devices and make appropriate changes as we see fit. This program will continue to expand throughout all campuses and eventually students will be able to check out devices to use off campus.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus Improvement Committee	1.	Needs assessment surveys
		2.	Teachers and stake-holder input
		3.	
2.	STAR Renaissance/STAAR	1.	Universal screener results
		2.	Progress monitoring data results
		3.	Spring/retest assessment data
3.	DMAC	1.	Beginning of the year results from previous years assessment
		2.	CBA's
		3.	Demographic data through all test results
4.	Technology Climate Survey Analysis	1.	Beginning of the year survey data
		2.	Middle of the year survey data
		3.	End of the year survey data
5.	Collaborative Meetings	1.	Once a week (grade level)
		2.	Once a 6 weeks (vertical)
		3.	School wide (faculty meets)

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

First, a survey was compiled through the questions and concerns from the CIP meetings and the data given through the various assessments. The survey was given to all students in grades 3 through 8 and parents for a total of 724 completed surveys. The results were then broken down to determine the areas of strengths and weaknesses to gain insight as to how the community is being impacted by technology and make informed decisions based on the students' needs. Grade level meetings were held to discuss technology needs based on the findings of the survey. The technology grant committee was formed and met to discuss the results and how to go about deciding what areas to target and through what technology to purchase that would benefit different grade levels based upon the results. We disaggregated the data from assessments to ensure that what the survey indicated as a high priority was the same. A middle of year survey and end of year survey will also now be given to this same population to help show the effectiveness, knowledge, and usage of the program. The data provided will help guide the direction as we go through the school year and implement changes as needed.

Problems with project delivery will be identified, addressed, and corrected throughout the grant implementation by the technology committee members. The foundation of the grant implementation will be provided during the professional development for the teachers during the summer for the 2014-2015 school year. Professional development surveys will include technology questions to assess the effectiveness and usage for the teachers' competency and level of ease with using what the lending grant entails. We will have weekly grade level/department meetings throughout the school year, in addition to accessing the technology departments' assistance as requested.

Students will take universal screeners in addition to the state mandated tests to give us data on prioritizing who will take home these devices on any given night or as needed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD will use grant funds to purchase Lenovo laptops with wide area network access, chrome books, cellular data plans for lending devices, and a charging/storage cart. This will enable students to have access to use electronic instructional materials in and outside of the classroom setting. Lending contracts will be drawn up and used to check the devices out. A system will be put in place to train students on the proper usage of the devices. A filter will be installed on the devices to ensure that students are not viewing inappropriate content. These new devices will be insured through this grant and through local funds. Other equipment necessary to facilitate the use of the devices on campus will be paid for through local funds and other sources of funding. A lending program has been in place on the High School campus. This program will continue and be expanded to allow devices to be used off campus, for those students who do not have devices or internet access at their residence. Accessibility to the devices will be housed via the library, students would return their lent equipment to the library upon student arrival.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD has and will use local funds and other available funding sources to purchase equipment to improve the district's wireless infrastructure on each campus. The Federal Rural Grant funds were used to purchase 24 Lenovo laptops and to install wireless infrastructure on our campuses last year and this year. Instructional material allotment funds have also been used to increase wireless access and to provide programs to enhance instructional programs. The 2014-2016 Technology Lending Grant will be used to provide internet access and through the use of various wireless equipment at student residences.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD's district goals include: increasing student achievement of at-risk and non-at-risk students, including limited English proficient, special education, and economically disadvantaged students. Students will use technology to enhance learning, communication and organization by connecting and building a rapport with others by successfully using a variety of communication skills including active listening, and grammatically correct written correspondence. In the graduate profile, students will be efficient users of technology embracing and adapting to the changing world of technology by application of a variety of technologies to access information and solve problems in their personal and professional lives. By incorporating the Technology Lending Grant, we are going hand-in-hand with our district goals and it allows these goals to be attainable. This is because this grant will allow technology access at school and home for the student population, it will get students working with technology to communicate, and practicing the writing process through the computer programs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the rural grant that we received in 2012, we purchased laptops for the language arts department. The pilot program that was implemented at the high school improved the quality of writing instruction and the amount of student writing. The quality of students' writing and their confidence and independence towards writing on the computer improved also. We used the data from the 2013 English I writing at 49% passing, and English II writing, at 42% passing to determine that priority is needed at the lower level, for a program similar to the one implemented at the high school.

It is imperative that we address the lack of resources to ensure equitable learning opportunities for our students in grades 3-8. Our survey results show that 50.6% have no at home access. From the State's report card there is a 59.1% Economically Disadvantaged population for Brazos Elementary and 60.4% at Brazos Middle School. This is the highest percentages of this population in our district. Supplying this population with the tools that the other students currently access, will prepare them equally, to help them meet the challenges in an ever-changing technology society. All of the students can participate when they are equal in the tools they are given to succeed on state evaluations. By increasing student access we expect to have improved test performances.

Priority for the lending devices will be based upon: failing the state assessments, showing urgent intervention on the universal screeners, and the students who do not have devices or internet connectivity at home, much of which fall into the Economically Disadvantaged.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would allow students to receive instruction at their residence in preparation for the next day's class activities. As an example, the curriculum being used in our science program, STEMscopes, has virtual labs, activities, and songs that students would be able to access at their residence and come to school ready for the day's classroom activities, quizzes and lesson extensions. This would allow teachers to formatively assess students and determine who needs re-teaching and who is ready to move onto the next topic. In the language arts department, teacher would be able to conference more efficiently and more often with students during their writing process. This will enable students to complete writing projects in a timely manner, with more ease, thus eliminating the reluctance to write. Students would also be able to access computer applications at school and at home such as: Reading A-Z, Science A-Z, IXL, teacher web pages, books, Discovery Education, and STEMscopes. These are all used in the classroom and for Rtl, by having additional time to use these programs student growth will be evident.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD is striving to develop an environment which allows students access to a myriad of material in differing capacities to access multiple sources of material and ideas. The main objective of the proposed Technology Lending Grant will be to improve students' higher level thinking and writing skills, by implementing technology devices in the classroom to increase the amount of writing and analyzing, at a higher level of rigor with Bloom's Taxonomy, across the curriculum. The most relevant resources, to a given problem for today's students, are accessed through technology. Computer device centers in classrooms would allow immediate access to standards for students and teachers for collaboration, presentation, and critical thinking/problem solving. These devices would also allow for usage of software to support planning and development for both students and teachers. In addition, an increase in computer access would support rigorous thinking that is critical to discovery and inquiry required in our Texas Essential Knowledge and Skills.

The district is also implementing Odesseyware and STEMScopes during the 2014-2015 school year. With the use of the lending devices this will provide teachers the opportunity to implement the flipped classroom concept. Flip teaching or a flipped classroom is a form of blended learning in which students learn new content online prior to class by watching video lectures, participating in interactive activities, doing a virtual lab experiment, or a web quest, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing. The use of these devices will adjust the allocation of teacher time. Traditionally, the teacher engages with the students who ask questions; but those who do not tend to need the most attention. Flipping the classroom will allow our teachers to target those students who did not understand the lesson content and allow for re-teaching or assistance in small groups.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology integration is a major focus for our 2014 professional development program. In coordination with Region VI and Rice University each content area will attend three six hour sessions to increase understanding of the level of expectations of the TEKS and techniques to incorporate technology to increase student understanding. Additional sessions will also be incorporated throughout the year in the form of early dismissal dates for teachers to revisit skills and vertically align curriculum expectations.

In addition, the science department at Brazos Elementary attended a STEMscopes presentation at the 2013 CAST conference held in Houston, Texas. Teachers have also been able to participate in professional development through the STEMscopes website. In-house professional development will be provided through the technology department on how to use the devices and educational applications online, for use in the classroom, and how to instruct students on usage at home.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD is in the process of improving the district's wireless capability on all campuses by purchasing equipment using local funds and other available funding sources. This will be completed during the 2014-2015 school year. Infrastructures currently in place comprise intervention and learning software; secure storage capabilities; onsite technology support; and housing capabilities of hardware for charging purposes (i.e. outlets). Teachers are familiar with the laptop model since they are the same ones currently in use through the district. Additional computer drops are available.

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On this date:

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD plans to purchase cellular connections to use with the devices to enable students to access the internet at home. Students will be able to check out the device which will have internet to take home. This will occur once parents and students both have signed the contract agreement and the student has had proper training on the device.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazos ISD has a technology department. These personnel will be responsible for setting up, maintaining, and updating the devices and cellular cards purchased with grant funding. There is also a technology liaison per campus to assist with and troubleshoot problems on the computer as they arise. Students and parents will be trained on usage of the device before taking it home to ensure student success.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on the elementary and middle school campuses. This will take place by first, issuing each device a code, specific to itself, and logged into a system. The next step would be the technology department will equip teachers and the librarians with the devices that they will have in their rooms.

The checking in and out will happen in the library; the priority for checking out the devices will be given to students who are performing below level, needing immediate intervention, on the Renaissance Learning Star Reading tests. These tests are our universal screeners and progress monitoring for our campuses.

The students and parents/guardians must sign the technology usage agreement and loan contract; and the students will also have to complete trainings on acceptable usage for the device before they will become eligible to use or check-out one of the devices. As devices are checked in and out they will be maintained through the normal technology department scheduled procedures, or as needed. These devices will be plugged in and checked every morning and afternoon by the library.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 008-903

Amendment # (for amendments only): NA

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will use codes attached to the devices purchased with grant funds to account for the devices which have been issued to students. This is similar to our check out policy for library books and other inventory. Students may check out these devices only when they have completed the device usage and internet safety training, and Technology Check out contract has been signed by student and parents/ guardian.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brazos ISD Technology Director plans to add a Technology Lending Agreement page to our current Acceptable Use Policy. The Technology Lending Agreement will outline student responsibility with digital resources and the district's expectations, specifically for the care of the devices purchased with grant funds. These forms will be sent home at the beginning of the year to be signed and returned by the students and their parents/ guardians.

Brazos ISD also believes that there is more to a Technology Lending Agreement than just signatures on paper. All of our students will be provided with lessons on Internet Safety and Security, Digital Citizenship, and Digital Literacy through a curriculum that was implemented during the 2012-2013 school year. We strongly encourage our teachers to continue the discussion of acceptable use and online expectations throughout the year.

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